DOCUMENT RESUME

ED 176 630 HE 011 673

TITLE National Student Educational Fund: Report for the Years 1977-1979.
INSTITUTION National Student Educational Fund, Washington, D.C.
PUB DATE 79
NOTE 26p.
AVAILABLE FROM National Student Educational Fund, Suite 305, 2000 P Street, N.W., Washington, D.C. 20036

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Activism; Budgets; *College Students; Government Role; Higher Education; Information Dissemination; *Nonprofit Organizations; Projects; Student College Relationship; Student Opinion; *Student Organizations; *Student Publications
IDENTIFIERS *National Student Educational Fund

ABSTRACT

This report from the National Student Educational Fund (NSEF) contains a synopsis of the organization's activities for 1977-1979. The history of the NSEF is traced. The NSEF-sponsored Student-Commissioner Conference, the development of the California Financial Aid Workbook for High School Students and Their Parents, and other outreach programs undertaken by NSEF are described. The highlight of NSEF's work during this period was the Better Information Project: Prizes in Education. First funded in 1977 through a grant from the Fund for the Improvement of Post Secondary Education, the Better Information Project was awarded additional support for 1978-79. Other NSEF activities included a conference on financial aid issues; dissemination at key meetings and conferences involving educators, researchers, policy-makers, and administrators. Financial reports for 1977 and 1978 are presented as well as a list of the Board of Directors and Advisory Committee members. (Author/SF)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

NSEF

AUG 13 1979

ED176630

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

National Student Educ. Fund

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

National Student Educational Fund

Report for the years 1977 - 1979

HE 011 673

"During the 1970's the National Student Educational Fund has been the most innovative and effective student group in thoughtfully articulating—and advocating—the needs of students among policy makers, researchers, faculty, administrators and others. NSEF, through its Student Bill of Rights and many activities, has done the most to define 'student consumerism' from a student view."

Clark Kerr, Carnegie Council on Policy Studies in Higher Education. At Town Hall on Fair Practices in Higher Education at 1979 Annual Meeting of American Association for Higher Education.

The National Student Educational Fund is a non-profit 501 (c) (3) educational research organization, registered in the District of Columbia. NSEF was founded in 1972 by a group of former national student leaders who recognized that higher education issues, and federal policies affecting post-secondary students, should be researched and analyzed from the student perspective. Over the years, NSEF has strived to create an educational environment which reflects its philosophy, "that no person be denied access to higher education due to lack of financial resources, information, or counseling to meet his or her needs."

Dear Friend:

This report from the National Student Educational Fund for 1977-79 contains a synopsis of the organization's activities during the past two years. The highlight of NSEF's work during this period was the Better Information Project: Prizes in Education. First funded in 1977 through a grant from the Fund for the Improvement of Postsecondary Education of HEW, the Better Information Project was awarded additional support for 1978-79. Other NSEF activities included a conference on financial aid issues, the development of student consumer materials on financial aid, dissemination of educational policy materials and publications, and providing the student perspective at key meetings and conferences involving educators, researchers, policy-makers, and administrators. Each of NSEF's endeavors has its own distinct mission, yet each finds its roots in serving the interests of students as consumers.

The work of NSEF has been the development of a concept—that consumers of postsecondary education have a unique and valuable contribution to make in the formulation of postsecondary education policy. NSEF has been and will continue to be a forceful advocate for students at conferences and meetings across the country.

As we look forward to the decade of the 1980s there are some ominous signs for postsecondary education. A recent Presidential budget proposal—retracted under strong protest from the postsecondary education community—called for a $1 billion cut in the Basic Grant Program, the cornerstone of the Federal commitment to a student's financial right to education. And, the newly-resurrected calls for eliminating deficit spending by the Federal government cannot be interpreted as a new wave of support for higher education. However, in the pulling and tugging which will characterize the struggle for adequate financial support for postsecondary education, one thing is certain: the voice of students themselves will add credibility to the plea for adequate public support. Students speaking through their representative associations—such as NSEF—will be a crucial voice. →

Assigning the credit for NSEF's success these past years is not easy. There are two people who deserve special recognition—Karon Cox, President, and Layton Olson, Vice President for Organizational Relations. In her first year as President, Karon proved herself to be a tough administrator, capable of directing and guiding a young, educational research organization still experiencing growing pains. Layton Olson has been with NSEF since its founding in 1972. He has provided vision and political leadership for the organization while at the same time maintaining continuity. Karon and Layton have been a dynamic leadership team this past year. On behalf of the Board of Directors, I would like to extend thanks to both Karon and Layton for a job well done.

The Board would also like to extend its appreciation to the full-time and consultant staff who worked for NSEF the past two years, especially Maureen Weaver, whose work established the excellent reputation of the Better Information Project. Maureen also edited the **Ideas** newsletter and wrote the project's report, **Better Information From Students**.

Kathy Baron inherited the Better Information Project and its newsletter in 1978 and has also assisted in proposal writing. Debra Berlyn, as Director of Organizational development, coordinated proposal writing, fundraising, and the intern program.

Other NSEF staff included: Brenda Catterton, Director for Research and Program Development; Jo Cox, Publications Manager; Chyral Cox, Staff Assistant; Randy Abreo, Mailings and Inquiries; Anne Field, Staff Assistant in the Better Information Project; and Dana Lacy, Intern for the Better Inforation Project.

Consultants on the California Student Financial Aid Workbook were Seth Brunner, who headed up the project and was the principal author; and Chip Berlet, who designed and coordinated production of the Workbook and who also worked with the staff on a variety of other projects.

Peter Coye
Chairperson,
NSEF Board of Directors

NSEF's History

A view from the President's desk

The years 1972 to 1974 saw the idea of a National Student Educational Fund slowly transformed into a reality. The part-time staff along with volunteers from the Board of Directors began the process of incorporating and obtaining a 501 (c) 3 tax status. The staff then developed project proposals and started fundraising.

Even before our first grant, NSEF began monitoring the financial aid legislation contained in the Education Amendments of 1972. NSEF provided the student perspective on the proposed programs and quickly established its credibility as an advocate for student rights. We opened our Washington, D.C., office at 2000 P Street, N.W., at the back door of the National Center for Higher Education.

During 1974 and 1975, NSEF began its first major research study, The Information Gap Project, financed by the Fund for the Improvement of Postsecondary Education. We knew the recently-passed legislation creating new financial aid programs could not be fully utilized unless accurate and useful information was provided to students. So the Washington-based staff of four coordinated ten researchers and writers across the country in a study of the actual information needs of students.

NSEF developed a series of Information Kits on five major issue areas in higher education for the Carnegie Foundation for the Advancement of Teaching. The kits included some 20 journal articles and two full-length books detailing different perspectives in the areas of: Access; Costs, Tuition, and Financial Aid; Governance; Educational Reform; and Lifelong Learning.

In 1975 and 1976 the staff of four to six took the research of the Information Gap Project and turned it into a series of books called Options Handbooks: **Information Needed by the Student Consumer; Information Concerning Costs and Financial Aid; and Counseling to Improve Student Decision-Making.** A Summary and Recommendations guide was also published.

Under contract with the American College Testing Program, NSEF convened a meeting of high school students, first-year college students, and parents, to discuss the Early Financial Aid Planning Service with ACT representatives in Iowa City.

NSEF surveyed the information and training needs of students employed in financial aid offices to help improve the administration of these services on college campuses. →

Karon Cox

Layton Olson

In 1975 we established a Publications Center to provide a centralized source of printed materials on student-related issues. NSEF distributed 12,000 copies of its first Resources Brochure to campus administrators and students.

"Student Research Makes a Difference" was our theme during the 1976-77 academic year. Our staff of four full and part-time people presented NSEF's research at a variety of public forums. NSEF's research, most notably that contained in the Information Gap Project, was credited by the New York Times as helping "shape the new Federal law" on student information rights.

With funding from the National Advisory Council for Career Education, NSEF conducted site visits and wrote profiles of exemplary postsecondary career education programs. The resulting study was used by the Council in clarifying the position of career education in legislation proposed during the 95th Congress. The collection of profiles, entitled **Masters of Reality: Certificate or Performance?**, was published by the Council and is available from the Government Printing Office.

Having demonstrated our expertise (and strong views) in the areas of financial aid and information dissemination, we received a challenge from the California Student Aid Commission to develop an effective statewide plan for the distribution of understandable financial aid information to students and their parents. The plan had been mandated by the California Assembly. NSEF not only developed the plan, but was awarded the resulting contract to produce the booklet.

As part of our continuing effort to provide timely information on issues affecting students, NSEF published the **Final Report of the Research Project on Students and Collective Bargaining**. NSEF included the book in its second Resources Brochure sent to 15,000 students and administrators.

It is on this solid foundation that the work of NSEF during the past two academic years has been based. NSEF continues to research the needs of students, develop resources, articulate the views of students in a variety of public forums, and advocate the expansion of students rights in federal and institutional programs.

Recently we have focused on the importance of student-produced information through our Better Information Project: Prizes in Education. We are very proud of this project and feel it has accomplished a great deal in educating administrators, policy-makers, and other students about the incredible potential of this too-often untapped source of information on campus.

NSEF continues to change its focus as conditions on campus shift with the passing years, and the attitudes and needs of students change with each successive student generation. One reason NSEF is able to stay on top of current issues in postsecondary education is that our Board of Directors includes a voting majority of students and recent graduates who keep NSEF's attention focused on the needs of students, rather than the needs of administrators, faculty members, legislators, or policy makers.

NSEF, therefore, plays a unique role in Washington, D.C., where students are too-often the forgotten element in policy-making. We are proud of the reputation we have developed fulfilling that role, and look forward to continuing our efforts on behalf of students.

Karon Cox
President, NSEF

Major Activities 1977 - 1979

The Better Information Project: Prizes in Education

The Better Information Project is an ongoing national competition to encourage and recognize college students who produce publications and audio-visual materials to inform their peers about college opportunities and experiences. First supported by a grant from the Fund for the Improvement of Postsecondary Education in 1977, the Project addresses the well-documented need to provide enrolled and prospective students with better, practical, consumer-directed information about educational institutions and their environments.

In fall 1977, NSEF launched a major publicity campaign, circulating posters, press releases and newsletters to students and administrators at more than 3,000 two and four year colleges. The campaign drew over 2,000 requests for applications to participate in the Competition and 330 acutal entries. Students submitted publications, posters, pamphlets, slide shows, films and videotapes. The entries revealed that college students were meeting a wide range of information needs among their peers including: survival tips for on-campus and off-campus students; procedures for applying for financial aid; course and teacher evaluations; career counseling; access routes for handicapped students; special resources for women and minority students; health maintenance; and alternative learning opportunities.

A panel of students, educators, and media professionals judged the entries and selected 12 winners, 13 finalists, and 34 honorable mentions. In May 1978 the winners were brought to Washington, D.C. for a two-day "Information Celebration." Each winner received, on behalf of her or his school, a $1,000 award designated for campus student financial aid.

Throughout the year, NSEF shared ideas from innovative entries with thousands of college administrators and student groups through a quarterly **Ideas** newsletter. **Ideas** gained considerable popularity as a timely source of fresh ideas about student information needs and proven techniques for communicating with students.

A more comprehensive discussion of the need for better information for college-bound students, and how student resources can best be utilized to meet those needs, is available in the Project's final report. **Better Information From Students**. The 1979 report profiles each of the winning entries, offers "how-to" tips for producing effective informational materials, and references each of the 330 entries.

The 1977-78 Better Information Project was highly successful and widely acclaimed by students, educators and college administrators. Recognizing this success, the Fund for the Improvement of Postsecondary Education continued support for the Project for 1978-79.

The second year's project added several new components to the contest. The application form was altered so that the information collected could be analyzed by computer to enhance the value of the resulting data by detecting trends and helping researchers draw statistically-valid conclusions. →

AWARDS FOR STUDENT INFORMATION PROJECTS

The Better Information Project— Prizes In Education

A Competition with 12 Prizes

For college students who design and produce informational materials for other students. Entries can be in any media, such as:

Handbooks • Manuals • Slide Shows • Pamphlets • Posters • Films
Videotapes • Audiotapes • Directories • Guides

Topics can be general or specific. Examples would include information about:

Academic Programs	**Orientation**	**Cultural or Social Activities**	**Internships or Apprenticeship Programs**	**Legal Services**
Course and Teacher Evaluations	**Women, Minorities, the Handicapped, Older Students, or Other Specific Groups**	**Housing**		**Student Tutoring**
Financial Aid		**Off-Campus Study Opportunities**	**Job Placement or Career Counseling**	**Rape Prevention, Health Services, or Counseling Programs**

Entries are **not** limited to the above examples

Entries should be informational materials in any media that help college students or potential students make choices about educational opportunities and experiences. **Materials produced during 1976-77 or 1977-78 academic years are eligible.** Entries must have been produced by and for students. Students must have directed the planning, production an editing of the materials. We are not looking for materials which students may have merely helped produce, or "official" institutional materials not controlled by students. Newspapers and yearbooks are not eligible. **The deadline for entries and accompanying application forms is February 28, 1978. Application packets and contest rules are available from the National Student Educational Fund, the competition sponsor.**

Entries will be judged by a panel of students and professionals from a variety of educational institutions and organizations. Each of twelve winning individuals or organizational representatives will receive an **all-expenses-paid trip to Washington, D.C.** to receive a certificate of achievement at an awards ceremony with Washington education and media professionals. In addition, $1,000 scholarships will be awarded in the name of the twelve winning entrants to their respective schools. The funds will be given to students with demonstrated financial need.

The Better Information Project is sponsored by the National Student Educational Fund with a grant from the Department of Health, Education and Welfare's Fund for the Improvement of Postsecondary Education. To date, the following organizations have provided scholarships: the Ford Foundation, the Forum for the Advancement of Students in Science and Technology, Inc., the Chronicle of Higher Education, and the International Study Travel Center, Inc. The College Entrance Examination Board has contributed toward project evaluation activities. **Entrants are encouraged to apply as soon as possible after December 1, 1977.**

Early submissions will give the judges the opportunity to contact entrants if questions or problems arise. For questions about eligibility or the contest, and for applications, write the National Student Educational Fund.

National Student Educational Fund • 2000 P Street, N.W., Suite 305 • Washington, D.C. 20036 • (202) 785-1856

10

A research survey, also computer-based, was mailed to each entrant, and to the student body president, dean of student affairs, and campus information officer at each entrant's school. The research survey is designed to provide insights into the following areas:

1. What the respondents feel the most essential informational needs are for enrolled students.

2. The degree to which the respondents feel their campuses are providing adequate information for each category listed.

3. Who the respondents feel enrolled students would like to receive information from, e.g. faculty, other students, administrators, etc.

4. Significant differences in responses among the four groups of respondents, especially between students and administrators.

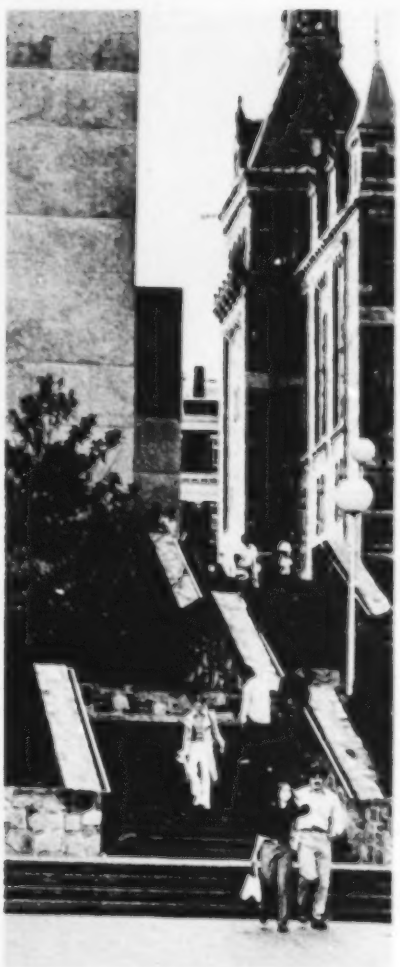
The survey responses will be compared to determine significant differences in responses among each of the four target groups and between the students and the administrators. The results will be sent to the respondents.

Winners of 1978 Better Information Project: Prizes in Education

- **Access**, a campus-wide mapping of optimum routes to buildings and other facilities for wheelchair students at the University of Pittsburgh, Pennsylvania.
- **American Humanics**, a multi-media slide show about American Humanics, a program of study at Salem College (West Virginia) preparing students for careers as administrators in youth and community service groups;
- **A Most Helpful and Informative Guide**, a guide to personal health maintenance and the campus health services at the University of Arizona;
- **Being Black at Holy Cross**, a recruiting brochure describing the experiences of Black students at Holy Cross College, Massachusetts;
- **Changes**, a film portraying the personal triumphs of handicapped students over physical and attitudinal barriers at the University of California at Los Angeles;
- **Counseling Services Evening News**, a videotape aimed at making students feel more relaxed about using the campus counseling services at the University of Colorado at Boulder;
- **Digging for Gold**, a guide to sources of financial aid and aid application procedures for students at Syracuse University, New York;
- **A Handbook for Teaching Assistants**, a practical guide for Teaching Assistants at the University of California at Berkeley, outlining their responsibilities as TA's and describing the resources available for improving their personal teaching techniques;
- **Quo Vadis** (Where Are You Going?), a comprehensive dissemination strategy providing information on career workshops and other services offered by the Women's Center at the University of Wisconsin at Oshkosh;
- **Self Help Manual**, a survival guide to off-campus living for the students of the Off Campus College, State University of New York at Binghamton;
- **T.A.P.E.** (Telephone Access Program Exchange), a telephone information retrieval and referral service for the students and surrounding community of North Dakota State University at Fargo; and
- **Columbia-Barnard Course Guide**, a statistical and qualitative evaluation of the courses and professors at Columbia-Barnard University in New York.

NSEF's Philosophy

No person should be denied access to higher education due to lack of financial resources, information, or counseling to meet his or her needs.



The Student-Commissioner Conference

Throughout early 1977, student leaders from state and national organizations met with Ernest Boyer, the U.S. Commissioner of Education, to define ways in which students could provide valuable consumer feedback on key programs and policies within the U.S. Office of Education (Department of Health, Education and Welfare).

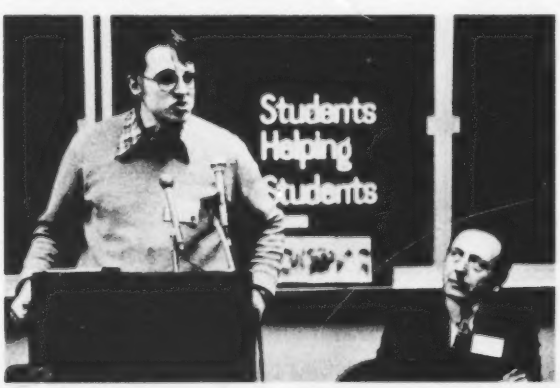
Together, they concluded that a jointly sponsored Student-Commissioner Conference would provide for an exchange of viewpoints on such topics as federal financial aid, the impact of federal policy on the education of minorities and women, and the need for federally supported education-work-community service opportunities for youth.

Since by far the largest responsibility within the Office of Education (O.E.) is to provide 3 million college students with financial assistance through grants, loans, or campus-based jobs, it was decided that the first conference would focus on the federal aid programs—Basic Educational Opportunity Grants (BEOG), Supplemental Educational Opportunity Grants (SEOG), National Direct Student Loans (NDSL), Federally Insured or Guaranteed Student Loans (FISL or GSL), and College Work-Study (CWS).

NSEF assumed the leadership for coordinating the First Student-Commissioner Conference. Approximately 100 student leaders, representing a cross-section of student governments, state and national student associations, financial aid office personnel, and student special interest groups, were invited to Washington, D.C. to discuss with O.E. representatives the growing problems within the aid programs for students and for O.E. At the end of the three-day session, the student participants delivered to O.E. sixty recommendations for improving the grant, loan and work-study programs.

Based on the success of the first Conference, NSEF coordinated a second Student-Commissioner Conference on financial aid in the winter of 1978. The second conference looked at the major issues in the delivery of financial aid. Several questions were posed to the student attendees: What can be done to improve the management of student loans? What can be done between the Federal and campus level to improve the quality of campus financial aid services in light of the expansion of aid programs? What can be done to simplify the application process for aid from Federal, state, and campus sources?

The report of the second conference contained numerous practical suggestions and was distributed not only within the Office of Education, but also to Congressional staff, financial aid officers, student leaders, and various higher education associations.



The two Student-Commissioner conferences have provided a unique opportunity for students to discuss problems in Federal programs with government officials and other students.

Estimating Your Eligibility for Financial Aid

The charts below show examples of how to estimate your financial aid "need" at different schools. You can estimate your need for financial aid by adding together your parents' expected contribution, your expected contribution from summer earnings, and your expected contribution from your savings; then subtracting this subtotal from the total cost of the college you wish to attend.

Find your parents' expected contribution in the chart on page 5.

EXAMPLE 1

If your family has four people in it, earns about $12,000 and has $10,000 in assets, it would be expected to contribute about $189 to your college education. (This $189 estimate comes from the chart on page 5.) If you have $1,000 in savings you would be expected to contribute 35percent ($350). You also might be expected to contribute about $500 from money you earned over the summer.

COLLEGE X

Total Cost of College X		$2,500
minus – parents' contribution	189	
minus – contribution from your savings	350	
minus – contribution from your summer earnings	500	
Subtotal	(–1,039)	–1,039
equals = the amount of financial aid for which you may be eligible		$1,461

COLLEGE Y

Total Cost of College Y		$6,500
minus – parents' contribution	189	
minus – contribution from your savings	350	
minus – contribution from your summer earnings	500	
Subtotal	(–1,039)	–1,039
equals = the amount of financial aid for which you may be eligible		$5,461

EXAMPLE 2

If your family has four people in it, earns about $24,000 and has $30,000 in assets, it would be expected to contribute about $2,992. (This $2,992 estimate comes from the chart on page 5.) If you, the student, have $1,000 in savings you would be expected to contribute 35percent ($350). You might also be expected to contribute about $500 from money you earned over the summer.

COLLEGE X

Total Cost of College X		$2,500
minus – parents' contribution	$2,992	
minus – contribution from your savings	350	
minus – contribution from your summer earnings	500	
Subtotal	(–3,842)	–3,842
equals = the amount of financial aid for which you may be eligible		$ 0

(Of course, $2,500 minus $3,842 doesn't really equal 0, but your financial need for aid would be zero because you and your family could contribute more than the total cost of attending College X. But, at a higher cost college you would be eligible for aid. See below.)

COLLEGE Y

Total Cost of College Y		$6,500
minus – parents' contribution	2,992	
minus – contribution from your savings	350	
minus – contribution from your summer earnings	500	
Subtotal	(–3,842)	–3,842
equals = the amount of financial aid for which you may be eligible		$2,658

California Financial Aid Workbook for High School Students and Their Families

Under a 1977 contract with the California Student Aid Commission, NSEF developed "A Plan for the Dissemination of Financial Aid Information in California," targeted at prospective college students from low-income families. The Plan explored the cost effectiveness of several dissemination strategies—public service announcements, posters, direct mail, planning workbooks, and the use of peer counselors.

Based on the Plan, the California Student Aid Commission awarded NSEF a 1978 contract to produce a 24-page workbook, with graphics, to acquaint high school students and their families (as well as older, non-traditional students) with the availability of financial aid and the process of applying for aid.

This workbook represents an important achievement for NSEF, as the organization progresses from advocating that students need better information to actually producing better information materials to meet students' consumer needs.

The text of the workbook was written with a minimum of jargon and the design utilized easy-to-read narrow columns and a number of humorous drawings. Important data was repeated in special notations, checklists and a calendar.

The workbook was field tested in several classroom settings and major changes resulted from comments by student reviewers. The final product was made available to virtually every graduating high school senior in the state, with some 300,000 English and Spanish editions being circulated to counselors in campus and off-campus settings.

The workbook was produced by NSEF in consultation with an advisory committee of students, counselors, college representatives, and financial aid officers. The booklet was a unique publication resulting from a joint effort between a consumer organization and a state scholarship agency. Despite the obviousness of the concept, the workbook was the first such publication produced by a state agency and circulated to such a wide audience.

Response to the workbook has been overwhelmingly positive, with supportive comments from parents, students, counselors, and policymakers. Many state agencies and organizations have requested information about how they could produce similar materials, and thousands of copies of the workbook have been distributed to individuals and organizations concerned about the information needs of students and their parents in the foggy area of financial aid.

Consumer Accountability in the College Board and the American College Testing Program

The College Board and the American College Testing Program (ACT) are the two major educational service organizations in the U.S. Often characterized as "educational public utilities," they provide vital college-related services—college admissions testing, financial aid processing, and counseling. While 90% of the College Board's and ACT's revenues come from fees which students and parents pay for admissions testing and aid processing, the bulk of the College Board's and ACT's creative energies have been directed toward serving the interests of colleges and universities.

In cooperation with other national and state student associations and public interest research groups, NSEF has worked to make the College Board and ACT more accountable to its consumers—students and parents—through increased student participation in developing programmatic policies. Specifically, NSEF is responsible for nominating students to serve on the College Scholarship Service's Student Committee, charged with locating and orienting students to serve on all of the standing committees of the College Board. The President of NSEF also serves on the Financial Aid Advisory Board of ACT.

This past year, NSEF also became a member of the College Board. By attending earlier national and regional meetings of the College Board, NSEF was instrumental in persuading the College Board to retain its "report to filer" service which informs aid applicants of the estimated financial contribution expected from their parents. Finally, NSEF met this past year with the College Board and ACT to discuss students' interest in the new California "truth in testing" legislation which may come to serve as a national model for regulating the cost, quality and use of standardized college admissions and placement testing.

NSEF's participation in national and regional meetings often sparked lively discussions.

Outreach

Building Awareness

Building awareness is an important theme underlying all of NSEF's activities and projects. It is not sufficient for NSEF to simply define and research the problems and needs confronting prospective and enrolled college students. NSEF works to build awareness of those needs among educators, researchers, policy-makers, families and students.

In particular, NSEF is committed to building greater awareness among families and prospective students of the costs of education beyond high school and of the availability of financial aid to meet those costs. This past year, NSEF engaged in several activities at delivering better information about financial aid to students and their families.

- NSEF testified before Congress on the use of the federally subsidized "special administrative allowance," allocated to colleges administering federal financial aid programs. NSEF stressed the need to establish measures insuring that colleges use the $50 million special allowance to provide better information for students about institutional costs, financial aid programs and aid policies as required by the 1976 Education Amendments (known as the Student-Consumer Information Amendments).
- NSEF actively participated in the Washington, D.C.-based Coalition for the Coordination of Student Financial Aid, which successfully advocated simplifying the financial aid application process for over 4 million students who apply each year for a Basic Educational Opportunity Grant (BEOG). Instead of filing a separate BEOG application form, students can now apply for BEOGs by checking the appropriate box on the standard family financial aid forms processed by the American College Testing Program, the College Scholarship Service, and the Pennsylvania Higher Education Assistance Agency.
- Working with other national student organizations, NSEF helped coordinate the establishment of a Student Liaison Officer position in the Office of Education. The six-month staff position is filled by a student who takes a leave of absence from his or her studies to provide a communications bridge between the Office of Education and state and national student groups. The student is nominated to the post by a committee of representatives from various student organizations.
- NSEF worked with the U.S. Office of Education (HEW) to establish a new training program within the Bureau of Student Financial Assistance to train student employees in campus financial aid offices to become effective peer counselors. NSEF argued that student peer counselors were a valuable, yet relatively untapped, resource for expanding campus counseling capabilities.
- NSEF assisted the Project on the Status and Education of Women of the Association of American Colleges in writing a resource guide to selected financial aid information for women students entitled, **Financial Aid: A Partial List of Resources for Women**. The resources and programs described in the guide cover undergraduate and graduate students, older women, returning women, minority women, and those in professional and technical training programs. →

- NSEF submitted a proposal to the Office of Consumer's Education (HEW) for support to study and evaluate existing high school courses or seminar programs on "personal planning for beyond high school," and "financial planning for postsecondary education." Based on the study's findings, NSEF proposed to develop a model course program for use by all secondary schools. While this proposal was not funded by HEW, NSEF continues to work with consumer groups to secure funding for the project.

- NSEF testified before Congress and spoke before meetings of educational associations on the need for Congress to establish a National Student Aid Data Bank during its upcoming enactment of the 1980 Education Amendments. Based in high schools, colleges, and many community agencies, the proposed data bank would provide prospective students and their families with a current computer read-out on college costs at schools they are considering attending; estimates of their personal eligibility for grant, loan, and work-study aid; listings of all relevant public and private aid programs; and application forms.

- NSEF produced a 24-page Financial Aid Workbook for all prospective college students and their families in the state of California. Commissioned by the California Student Aid Commission, the Workbook describes, in detail, the types of financial aid, the sources of aid for California students, how to determine personal eligibility for aid, and how to apply for aid. (See "California Financial Aid Workbook for High School Students and their Families")

- NSEF answered hundreds of telephone and letter requests for information on sources of financial aid and how to apply for aid.

Networking

Networking is best defined as the process of building and strengthening on-going lines of communication between individuals and organizations committed to a common goal. Networking is also the process of sharing information and resources between those same individuals and organizations.

NSEF actively works to build a strong network of student leaders and education administrators, policymakers and researchers committed to improving the quality and accessibility of higher education for all who seek it.

During 1977-79, NSEF participated in an informal committee on student and youth concerns which brought together staff from national student and youth groups located in Washington, D.C. The committee organized meetings with leaders in ACTION (Peace Corps/Vista), the Department of Labor, and the Department of Justice to discuss mutual concerns regarding the rights of students to financial aid for higher education, the rights of all youth to jobs, and the need for more responsive community service opportunities for students and youth.

NSEF also participated in the annual gatherings of the U.S. National Student Association and the National Student Lobby (recently merged as the U.S. Student Association), conferences of membership organizations representing college student governments; and meetings of state-wide student associations. NSEF attended numerous meetings of state-wide student associations, and also participated in several meetings arranged by NSA-NSL with the White House Domestic Council on financial aid policies and the creation of a Department of Education.

Within the education community, NSEF participated in approximately 35 conferences for higher education administrators, including financial aid officers, admissions officers and counselors; consumer education groups; women's educational equity leaders; and special interest groups. Among these conferences were: the Institute for Educational Leadership's Conference for Women in Educational Leadership, the Aspen Institute's Conference on Financial Aid, and the Conference on Educational Information Systems. NSEF staff participated at these conferences as guest speakers, workshop leaders, resource persons, and participants.

During 1977-79, NSEF also served on several advisory committees. These include: 1) the Advisory Committee to the American Institutes for Research study of State Licensing and Oversights Laws and Regulations, covering public and private, non-profit and for-profit postsecondary schools; 2) the National Advisory Board of Project Choice, a project to help postsecondary schools systematically improve their practices for providing information to prospective students; 3) the National Advisory Council of the American College Testing Program's Student Financial Assistance Program, which reviewed changes in the treatment of students' income and assets in calculating financial need; 4) the College Board's Student Affairs and Involvement Committee, which oversees the implementation of the student involvement plan; and 5) the Advisory Committee to establish the Alliance for Women in Education, a networking organization for women in educational leadership positions. →

Comments

STUDENT FEES SUPPORT MOST PROJECTS

Students are spending anywhere from $5.00 to $20,000 to produce slideshows, handbooks, videotapes, posters, newsletters and other informational materials.

Who pays for these projects? In most cases, students do. Student activities fees are the most common source of funds for student information projects. Many student governments use student fees for handbooks advertising other services, such as women's centers and tutoring programs, that these fees support.

Although some students complained that money allocated from student fees was not enough to meet production costs, few entrants reported having to dig out of their own pockets for financial support. One editor did report that his $6,000 handbook for medical students was partly financed through parents' contributions. The only example of bake-sale-variety fund-raising occurred at the University of Nebraska: students in the Food Science Club sold ice cream at the Nebraska State Fair to help pay for their promotional brochure.

Some students are supplementing inadequate budgets to provide more and better services. At Texas A&M University, all student organizations are supported through revenues from the student bookstore. This support enables the student government to produce activities calendars, manuals, and newsletters, so that a larger portion of student fees can be used for the student handbook, Inrol. Many students sell advertising space in their publications. At Eastern Washington University, where 60% of all students commute to classes, the student government's production of a wallet-sized bus schedule was financed by a local bank in return for an advertisement on the back of the card.

HANDBOOKS: USEFUL TECHNIQUES

Entrants are using a variety of innovative techniques to tailor handbooks to the needs and attention spans of students.

One handbook design that allows students to use the book after they have read it is the calendar/handbook. In our last issue of IDEAS, we described a Western New England College handbook designed as a hanging calendar. Many other entrants have used this format. A calendar produced by students at College V of the University of California/Santa Cruz is fastened with spiral binding so that additional materials may be attached to it. Students have even produced day-by-day desk calendars at Eastern Illinois University and at Bowling Green State in Ohio.

Some entrants went to great lengths to ensure that students use their materials. At the San Francisco Institute of Art, students produced a handbook small enough to fit into the back pocket of anyone's jeans. This "pocket-book" is organized as an alphabetical glossary of programs and services offered on campus--"A" is for Administration and "X" is for Xerox.

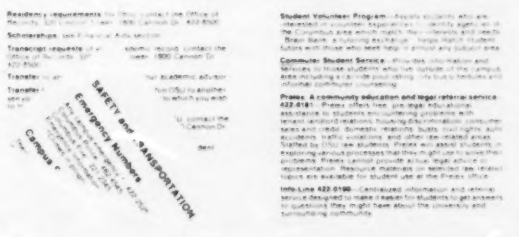
More and more students are finding that good organization is the key to a useful handbook. Most, but not all, of the handbook entries contain tables of contents and indexes for easy reference. Some students visually organize the contents of their handbooks by separating topics that they discuss with protruding tabs. This technique eliminates the need for numbered pages.

FEW STUDENTS EVALUATE PROJECTS

How do you know whether students found your publication, film or slideshow useful and effective? Ask them. Few students use this simple technique to evaluate their information projects.

Many students base evaluations on informal feedback from students and administrators. Other students submit informational materials to their staff and to administrators for formal reviews but rarely solicit the opinions of students who actually use their booklets and view their presentations.

A few entrants have made plans for formal evaluations. At Western Connecticut College, the student marketing association will evaluate the student handbook, and at the University of Massachusetts/Amherst, the Student Affairs Research and Evaluation Office will evaluate the student guide, University Directions. The Women's Resource Center at Boston College and students at Massachusetts Institute of Technology provided tear-off evaluation coupons.



Students from Ohio State University used this tabbing technique to organize sections of their handbook, Where for What.

(Sample page from Ideas newsletter)

Dissemination

Disseminating information to NSEF's ever-expanding network of student leaders, educators, researchers, policy-makers, and others is a vital, on-going function. NSEF directs information to these audiences and other interested individuals and groups informally and formally.

Informally, NSEF serves as a clearinghouse for information on financial aid policy, student consumerism, students in collective bargaining, competency testing, evaluating student experiences, and students in community service activities. Much of NSEF's information and resource materials come from the organization's research activities and demonstration projects. Throughout 1977-79 NSEF answered requests for information from college students, high school students and their families, college administrators, staff of professional education associations, Congressional staffpersons, and others.

Formally, NSEF disseminates information through periodic newsletters and through the distribution of the annual Resources Brochure. During 1977-78, NSEF disseminated issues of the **NSEF Reader**, a periodic newsletter reporting on NSEF's current activities, and four issues of the **Ideas** newsletter, a quarterly publication highlighting recent developments in NSEF's Better Information Project.

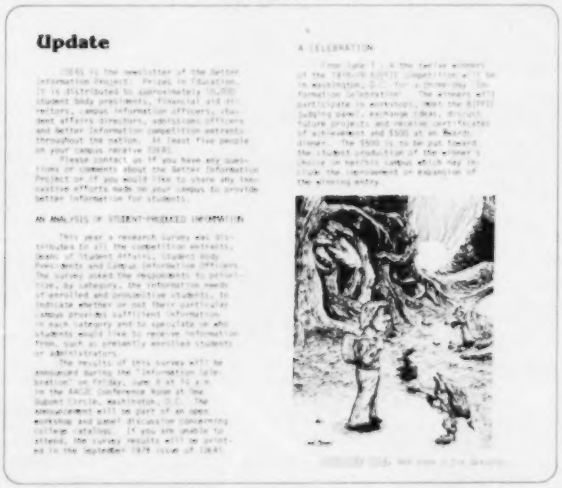
The Resources Brochure, which NSEF distributes annually to college librarians, financial aid officers, student affairs directors, student governments, student press, and national and state student associations, is a unique guide to current publications on student concerns and educational issues from the student perspective. The Resources Brochure lists NSEF's publications, including final reports from research projects, and other publications which NSEF staff have carefully reviewed. The largest demand for publications falls within the subject areas of consumer information in postsecondary education, financial aid, students and collective bargaining, and "how-to" guides.

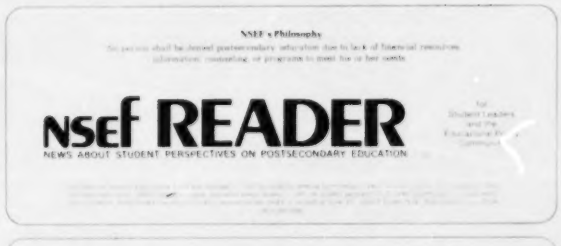
NSEF

Ideas

Better Information

Newsletter


Update


NSEF's Philosophy

NSEF READER

NEWS ABOUT STUDENT PERSPECTIVES ON POSTSECONDARY EDUCATION

STUDENTS PLAY ACTIVE ROLE AT CEEB ANNUAL MEETING

NSEF
Statement of Income and Expenses and Net Worth for 1977

INCOME	
Grants	$ 79,000
Contracts	$ 50,420
Sale of Publications	$ 7,126
Service Fees	$ 995
Interest	$ 78
TOTAL INCOME	**$137,619**
EXPENSES	
Salaries & Payroll Taxes	$ 52,628
Rent	$ 5,710
Telephone	$ 3,358
Postage	$ 6,369
Office Supplies	$ 2,245
Office Equipment (Maintenance & Rental)	$ 299
Insurance	$ 1,892
Books & Publications	$ 1,271
Printing and Xerox	$ 5,429
Promotion and Development	$ 333
Consultant and Professional Services	$ 18,756
Accounting Services	$ 520
Travel and Conferences	$ 27,410
Miscellaneous	$ 726
TOTAL EXPENSES	**$126,946**

Net Addition to Net Worth	$ 10,673
Net Worth at Jan. 1, 1977	$ 2,595
Plus: Refund of prior year's tax	$ 33
Less: Tax penalties	$ 24
Net Worth at December 31, 1977	**$ 13,277**

NSEF
Statement of Income and Expenses and Net Worth For 1978

INCOME	
Grants	$116,425
Contracts	$ 6,885
Sale of Publications	$ 3,963
Service Fees	$ 2,706
Interest	$ 776
TOTAL INCOME	**$130,755**
EXPENSES	
Salaries & Payroll Taxes	$ 69,492
Rent	$ 6,367
Telephone	$ 5,066
Postage	$ 4,801
Office Supplies	$ 5,740
Office Equipment (Maintenance & Rental)	$ 646
Insurance	$ 4,513
Books & Publications	$ 658
Printing & Xerox	$ 8,780
Promotion & Development	$ 1,792
Consultant & Professional Services	$ 4,560
Accounting Services	$ 1,450
Travel & Conferences	$ 9,774
Scholarship	$ 4,000
Miscellaneous	$ 935
TOTAL EXPENSES	**$128,574**

Net Addition to Net Worth	$ 2,181
Net Worth at Jan. 1, 1978	$ 13,277
Plus: Prior year grant not recorded	$ 5,400
Less: Tax penalties	$ 143
Net Worth at Dec. 31, 1978	**$ 20,715**

Board of Directors

***Dan Allison:** President International Study Travel Center Inc., and Travel Systems Inc. Formerly staff for student travel of the U.S. National Student Association, graduate University of Oregon, B.A. Poly Sci.

Chip Berlet: Freelance writer. Contributing editor of College Press Service. Editor of NSEF's Information Gap Project and designer of California Student Financial Aid Workbook. Editor of **NSA Magazine** and other publications of U.S. National Student Association, including **Funding Higher Education, Student Unionization, Third World Students,** and **Men on Campus**. Attended University of Denver.

***Kathleen Brouder:** Student Affairs Planning, The College Board. Author of play "Women Working," and coauthor of **Students and Collective Bargaining.** Former director of Research Project on Students and Collective Bargaining, and development staff of U.S. National Student Association. Graduate of Newton College of the Sacred Heart.

* Member of Board through 1978.

Roger Cochetti: Director of Washington Office of United Nations Association. Graduate of Johns Hopkins School of Advanced International Studies, and Georgetown University. Attended Georgetown University Law School and Cambridge University. Student body president at Georgetown University.

Karon Cox: President of NSEF. Former staff person of U.S. National Student Association. Supervisor of child learning center. Attended University of Oregon.

Peter Coye: Political consultant and carpenter. Founding director of National Student Lobby, and former Chairperson of College Scholarship Service Student Committee. Doctoral candidate in political science at University of Wisconsin, Madison, and graduate of University of California, Berkeley.

Kathy Downey: Executive Director of Commonwealth Association of Students in Pennsylvania. Graduate of West Chester State College in political science.

Mitchell Edelstein: Coordinator for United States Student Association. Former Student Liaison Officer of U.S. Office of Education. Former director of Associated Students of University of Missouri, and Student Association of State University of New York. Graduate of S.U.N.Y., New Paltz.

Willis Edwards: Administrative Assistant to State Senator Diane Watson of Los Angeles. Attending University of Southern California Master's Program in Public Administration. Graduate in political science and student body president for two years at California State University at Los Angeles.

Bruce Fuller: Consultant to Subcommittee on Postsecondary Education of California Assembly. Attending Stanford University. Author of several studies of student voting.

Ken Latta: Associate to the director of Institute for Social Research at University of Michigan, and City Councilperson in Ann Arbor's Ward 1. Doctoral student in public policy at University of Michigan, and graduate of Illinois Institute of Technology.

Jack Leslie: Legislative Assistant to Senator Edward Kennedy. Graduate of Georgetown University in foreign service.

***Ruby Mabry:** Student and staff at Chicago City Colleges. Former director of Illinois Welfare Rights Organization, and member of College Scholarship Service Student Committee.

***Grace Mastalli:** Associate at Project on Status and Education of Women. Former staff at National Advisory Council on Women's Educational Programs, the U.S. National Student Association and College Press Service. J.D. from University of Maryland, Baltimore, and B.A. from University of Denver.

***Maria Alicia Mayorga:** Medical resident student, University of Texas Health Science Center at San Antonio. Former member, College Scholarship Service Student Committee.

Valerie McIntyre: Coordinator of nontraditional learners project at University of Oregon and Linfield College. Former member of Oregon State Board of Higher Education. Doctoral dissertation on an investigation of student trusteeship in the United States. M.A. and B.A. from University of Oregon.

Layton Olson: Vice President of NSEF for organizational relations. Former director of National Student Lobby. Attorney in neighborhood legal services program in Chicago. Graduate of University of California, Berkeley, Law School and Pomona College.

Sarah Pollock: Freelance writer and student overseas. Former managing editor of **Daily Californian.** Graduate of University of California, Berkeley.

***Lucy Race:** Program Coordinator, Council for the Advancement of Small Colleges. Graduated from S.U.N.Y. Albany. Currently enrolled in Campus Free College Masters Program in non-profit organizations management.

***Michael Roman:** Student at University of North Carolina Law School. Graduate of Georgetown University.

Jennifer Ryan: Legal editor of Bureau of National Affairs. Former reporter for **Higher Education Daily**. J.D. from Catholic University Law School and B.A. from University of California, Berkeley.

Peter Segall: Editor of **Lobbying Reports** for Plus Publications. Coauthor of **Student Political Involvement in the Seventies**. Attending Georgetown University Law School. B.A. and Woodrow Wilson Scholarship at Princeton University.

***Frank Till:** Staff of National Advisory Council on Women's Educational Programs. Former staff of U.S. National Student Association. Graduate and student body president at University of Colorado, Colorado Springs.

Edward Venit: Practicing attorney in Washington, D.C. J.D. from George Washington University Law Center, and B.A. from Georgetown University.

Greg Wasmuth: Controller of Unity Mortgage Company of Washington, D.C. Graduate in finance from California State University at Los Angeles.

Advisory Committee

Paul Barton
Vice President of Planning and Policy Development, National Manpower Institute

Joseph Duffey (Chairperson)
Chairman, National Endowment for the Humanities

Kathleen Brouder
Planning Officer, Student Affairs, The College Board

Seth Brunner
Member, California Post-Secondary Education Commission, and Student, University of California, Davis, Law School

Sam Halperin
Director, Institute for Educational Leadership, George Washington University

Joe Henry
Vice President for Student Assistance Programs, American College Testing Program

Francis Keppel
Director, Aspen Institute Program in Education for a Changing Society

Clark Kerr
Chairperson, Carnegie Council on Policy Studies in Higher Education

Jane Lichtman
Director, Conference Planning, American Association for Higher Education

H. Davis Mayfield
Vice President and Director of Business Development, 3 D International

Richard Millard
Director, Postsecondary Education, Education Commission of the States

James Nelson
Vice President, Program Planning and Research, The College Board

Paul Olson
Department of English, University of Nebraska

Stuart Sandow
President, Elizabeth Brant School of Business

John Vasconcellos
Member, California Assembly